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ABSTRACT

This study reports on the results of a mail questionnaire administered to 25 tribal community college libraries in 1999, 6 years after "Pathways to Excellence: A Report on Improving Library and Information Services for Native American Peoples" was released. Data obtained from nine respondents, representing 36% of those surveyed, provided information regarding improvements or implementations made in the time since the report was delivered. The survey was based upon the 10 challenges and their supporting strategies which covered areas of funding, training, collections, cooperative activities, state and local partnerships, federal policy, model programs, archival services, literacy/job skills/strengthened community colleges, and information network technologies. Results were mixed, with a few areas showing distinct improvement, such as collection quality and quantity, measures being developed to assure availability and access to materials, relationships with state library administrative agencies, and recruitment of Native Americans for employment. An area showing overwhelming lack of response for improvement or implementation was in participation in a federal government study of Native American libraries to identify model programs. Further research, in the form of more detailed interviews or focus groups, is required to fully measure the impact of the "Pathways to Excellence" report on the tribal community college libraries. The survey questionnaire and results are appended. (Contains 21 references.) (Author/MES)

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PROGRESS REPORT ON "PATHWAYS TO EXCELLENCE: A REPORT ON IMPROVING LIBRARY AND INFORMATION SERVICES FOR NATIVE AMERICAN PEOPLES"

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A Master's Research Paper submitted to the
Kent State University School of Library
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for the degree Master of Library Science

By

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ABSTRACT

This study reports on the results of a mail questionnaire administered to twenty-five tribal community college libraries in 1999, six years after the "Pathways to Excellence: A Report on Improving Library and Information Services for the Native American Peoples" report was released. Data obtained from nine respondents, representing 36% of those surveyed, provided information regarding improvements or implementations made in the time since the report was delivered. The survey was based upon the ten Challenges and their supporting strategies which covered areas of funding, training, collections, cooperative activities, state and local partnerships, federal policy, model programs, archival services, literacy/job skills/strengthened community colleges and lastly, information network technologies. Results were mixed with few areas showing distinct improvement, such as collection quality and quantity, measures being developed to assure availability and access to materials, relationships with State Library Administrative agencies and recruitment of Native Americans for employment. An area showing overwhelming lack of response for improvement or implementation was in participation of a Federal government study of Native American libraries to identify model programs. Further research, in the form of more detailed interviews or focus groups, is required to fully measure the impact of the "Pathways to Excellence" report on the tribal community college libraries.

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CHAPTER I.

INTRODUCTION

The Native American people have suffered many disappointments throughout their history, from loss of territory that they inhabited for generations to transactions with the American government which resulted in broken promises and agreements. American Indian issues have not dissolved with the passage of time; frustration still is a theme in the current status of the American Indian. The basis of many present obstructions to success evolves from the quality of educational resources available to the Native Americans both on and near reservations. Libraries are an important part of these resources, which could help improve the culture's position.

Purpose of the Study

Over 50% of American Indian students drop out of high school and of those who complete their studies, less than 20% go on to traditional colleges, where nearly all drop out their freshman year.[1] "Illiteracy is higher among native Americans than among any other minority group in the nation."[2] This partially results from the custom of oral narrative in the American Indian culture by which knowledge is transmitted through storytelling, not written text. This strong oral tradition has "negatively affected their perception of libraries," which are typically Anglo-based with book materials in the English language.[3] There is a need for "improved literacy services, and a place where those services can be made

available."[4] The library is a natural environment to improve literacy among a population, containing many resources advantageous for learning, most importantly all levels of reading difficulty from first readers to adult materials. It also offers a fairly quiet area and in some cases, rooms which could be used for instruction or studying. The view of the native American culture is that while public libraries are capable of providing general materials, tribal libraries are vital "historical research libraries or archives, especially in the area of oral history," focusing on their own tribe's evolution and memoirs.[5]

Definitions of Terms

Tribal libraries are libraries located on or near federally recognized tribal areas or Indian Reservations. It is possible that one facility provides all library services for the tribe: school library for those in elementary and secondary education; academic library in the case of a tribal community college on the reservation; public library providing basic reading services or a meeting place for public organizations; and/or a special library in the case of an archives for the tribe's history.[6] With all these responsibilities centered upon one institution, there exists a possibility for deficiencies in service. For the purpose of this study, tribal community college libraries are those Lotsee Patterson and Rhonda Harris Taylor specifically identify as community college tribal libraries in their 1996 study on a "List of Tribally Controlled Colleges in the United States with Date of charter and Name of Chartering Entity, 1994."[7] One library not included in this list was added to those utilized in Patterson and Taylor's article for a total of twenty-five libraries included in this study. The additional college is Little Priest Tribal

College located in Nebraska. Confirmation of the twenty-five selected institutions' status of "Tribal-Land Grant University Libraries" was ascertained through the United States Department of Agriculture listing of these universities on their web site.[8] Additional confirmation for all colleges current status as Tribal Colleges was obtained at the Web Site for the American Indian College Fund.[9] As in the aforementioned study by Patterson and Taylor, vocational technical colleges such as Crownpoint Institute of Technology, Southwestern Indian Polytechnic Institute and United Tribes Technical College, in addition to the Bureau of Indian Affairs post-secondary institution, Haskell Indian Nations University were omitted from those studied. This study focuses on specific tribal community colleges supported by a library. Due to the nature of vocational school training as being hands-on rather than mostly classroom study, a library is not vital to the learning environment in those institutions.

Limitations of the Study

Typically the staffing in these facilities is inadequate and often not professionally trained.[10] Building conditions and materials within the libraries are disparate from reservation to reservation as funding varies in each location. Each reservation exists as its own territory, independent from other tribes. Consistent reports are not probable while studying tribal libraries due to the extent of variation in these aspects. Often the tribe occupies many acres of land where residents are scattered widely throughout the region. A network of systems is not established between the reservations; it is difficult enough for one tribe to coordinate it's own domain.

All these factors combined create a challenging subject for research. Efforts to create goals for the future of these libraries have been proposed by cooperation between government and tribal representatives. Few materials are available to document solid, ongoing results from these objectives. This study will explore the outcome of these projects, specifically the "three years of intensive study, dialogue, assessment, and planning" which resulted in "Pathways to Excellence: A Report on Improving Services for Native American Peoples."[11]

CHAPTER II.

REVIEW OF THE LITERATURE

U.S. National Commission on Libraries and Information Science released "Pathways to Excellence: A Report on Improving Library and Information Service for Native American Peoples" in December 1992.[12] This report advocates "ten major challenges for change to all concerned in order to initiate a process for dramatically improving library and information services for Native Americans."

Vanessa Orbesen documented the details of a White House pre-conference in 1978 which was one of many leading up to the report released in 1992 by NCLIS.[13] Included among the findings were the "national Indian omnibus library bill", which focused on education and training, another item regarding circulation of information or materials and a third which examined work on the library structures themselves, such as construction or remodeling efforts. She stresses the importance of the contribution from the Native American community regarding their needs from library services.

Frankie Pelzman summarizes the history of the movement for improvement of American Indian libraries and gives statistics about the population affected by these hearings and NCLIS efforts.[14] Pelzman provides limited yet definite examples of funding benefits from motions made to eradicate the illiteracy problem.

Lotsee Patterson discusses a history of the specific programs created to develop and improve tribal libraries.[15] Training of staff and the addition of materials of interest to the members of the culture are cited as a force in the transformation of the libraries.

Mary B. Davis recommends types of materials that should be present in these tribal libraries.[16] She suggests materials that reflect diversity, cover all aspects of native life, emphasize contributions of the culture to society, lead the Native American into the present and lastly, speak in a language understandable to the Native American.

Rhonda Taylor examines four Native American libraries from a description of their collection and clientele to strengths and weaknesses of each facility.[17] She provides examples of benefits of grant monies to these libraries.

Gordon Flagg reports from the National Commission on Libraries and Information Science (NCLIS) winter meeting in January 1989 where a dozen tribal representatives asserted that Library Services and Construction Acts (LSCA) Title IV grants enacted in 1984 are inadequate in both dollars and length of time.[18] Lasting only between twelve to eighteen months, these grants do not support ongoing program needs.

Beth Fine demonstrates how tribal libraries benefit by the Library Services and Construction Act Title IV through grant funds to purchase materials and furnishings and to supplement staff wages for increased and improved access to the library for improved support of the tribe.[19] She asserts that funding alone is not sufficient to support these libraries; tribal communities have responsibility for support, also.

In her paper discussing recommendations for Native Americans which originated from the 1991 White House Conference on Library and Information Services, Cheryl Metoyer-Duran states that not only is adequate, reliable funding required; there exists a need to analyze and collect data regarding this population, also.[20] She notes that the weaknesses in this area have been a

roadblock in the improvement of tribal library and information services.

In a study held in 1992, Cheryl Metoyer-Duran conducts focus group and individual interviews with Tribal College Presidents regarding their perceptions of the libraries supporting their institutions.[21] Conclusions indicate a need for information resource sharing and information planning both within and between tribal institutions. Specifically, the area of new technologies supporting this increased communication presents a priority for those participating in the study.

Jane M. H. Bigelow compiles a literature review in which similarities in the materials on Native American library and information services are found.[22] Repeated themes in the sources inspected include isolation, language and literacy. The importance of the involvement of the Native American community for planning and staffing their libraries also is asserted by more than one author included in the literature review.

Bonnie Biggs describes recent challenges for tribal libraries in general in her article about the Tribal Library Intern Project, stating that survival of the libraries is difficult with competition for funding being water, fire and police departments.[23] Other factors which continue to challenge these institutions are poverty, retention of students beyond the junior high school level and resulting high illiteracy rate on reservations. Through the internship project in which library students assist in reservation libraries, some improvements are being achieved.

Lotsee Patterson and Rhonda Harris Taylor conduct research on twenty-four tribally controlled community college libraries and report on shared characteristics of these facilities in their 1996 study.[24] Collective concerns for these libraries include reluctance to participate in studies since many are

conducted, recruiting and retaining staff, inadequate library facilities and budgetary constraints. The study raises many questions for possible future research including how the newly acquired land grant status would benefit the libraries through increased funding.

This paper seeks to fill a void in literature focusing on progress in Native American library services since 1992. The majority of the literature available was created before or during the emergence of the "Pathways to Excellence" report. There is a strong scope of literature in 1992 resulting from both the NCLIS report and the Presidential Proclamation designating that year as the "Year of the American Indian". The "Pathways to Excellence" report compiled by NCLIS specifically provides ten areas considered "major challenges" as well as findings with objectives for implementation to conquer these challenges.[25] Follow-up of the progress since the report's release in 1992 is nonexistent, resulting in five years lacking in literature relating specifically to this legislation.

CHAPTER III.

METHODOLOGY

The methodology used to measure the progress of Native American libraries in the implementation of the goals established in the "Pathways to Excellence" report is the mail questionnaire. By this method, the researcher seeks to collect a response from subjects regarding the state of the libraries today and how the report benefited them, if at all. The subject focus of this survey is librarians at twenty-five tribal community college libraries. The questionnaire is used to gather facts regarding the progress in this area of library science, since limited material is available after 1992 on this subject.

The mail questionnaire, see appendix A, is based upon the report's ten major challenges. The challenges are listed as defined by the NCLIS report. Of the ten challenges, the original report sought to implement strategies for each challenge to improve the Native American libraries. The research resolves to determine the extent of the benefit of the "Pathways to Excellence" report upon the current condition of these libraries. Comments from the librarians will be encouraged in addition to the completion of the survey questions. This mail questionnaire will be distributed once to the librarians at the following tribal community colleges: Bay Mills Community College, Blackfeet Community College, Cankdeska Cikana Community College, Cheyenne River Community College, College of the Menonimee Nation, Dine' College, D-Q University, Dull Knife Memorial College, Fond du Lac Tribal and Community College, Fort Belknap College, Fort Berthold Community College, Fort Peck Community College, Lac Courte Oreilles Ojibwa Community College, Leech Lake Tribal

College, Little Big Horn College, Little Priest Tribal College, Nebraska Indian Community College, Northwest Indian College, Oglala Lakota College, Salish Kootenai College, Sinte Gleska University, Sisseton Wahpeton community College, Sitting Bull College, Stone Child College and Turtle Mountain Community College. Twelve states are represented by these institutions. Subjects are assured that their responses will be anonymous (see appendix B).

CHAPTER IV.

ANALYSIS OF DATA

Survey Results

The twenty-five surveys were mailed to the tribal community college librarians on February 12, 1999 with requested return date of March 1, 1999. Nine surveys were returned completed for a response rate of 36%. Frequencies of responses are summarized in Appendix C. Six out of these nine returned contained comments by the participant. These comments ranged from one sentence total to comments addressing each item on the survey.

The tool used for measurement was a survey listing the strategies under the ten challenges as identified by the "Pathways to Excellence" report with directions for the participants to indicate either "improved" or "implemented" since the report's release in 1992 next to each strategy. The survey referenced the web site of the "Pathways to Excellence" report for the benefit of those participating to refer to if they had questions. The survey's intent was to measure the effect of the legislation on these institutions and compile responses to prove either that the situation in the tribal community college libraries has benefited or not benefited from the legislation.

The ten major challenges cover areas of funding, training, collection, cooperative activities, state and local partnerships, federal policy, model programs, archival services, literacy programs/job skill training/strengthened tribal community colleges and information network technologies. Each challenge is accompanied by implementation strategies. These strategies are the basis of the questionnaire.

Funding

Within the first challenge of the report, which focuses upon development of consistent funding for the Native American libraries, were the most suggestions of all the challenges with nine strategies for suggested improvement. The first addressed, "Federal government reliable support," received 33% response with one library indicating implementation and two libraries showing improvement since 1992. One respondent, who did not indicate either response for this question, wrote that Federal funding helps the college while only a little of that appropriation filters down to the library. Another non-respondent for this question stated that building and books do not receive Federal support but in the area of technology assistance exists at the Federal level through the IMLS programs. IMLS (Institute for Museum and Library Services) provides library grants to states for the improvement of electronic information sharing as well as specific grants for the provision of core library operations for Native American and Alaskan tribes.[26]

The second suggested area of improvement under funding was "State government reliable support" which received two (22%) responses, both showing improvement. A librarian not marking either improvement or implementation in the area of state support noted "no such thing as state support" while another wrote "none".

The third strategy, "Local government reliable support" also received two responses indicating improvement. A comment from a non-respondent indicated "no local government support".

The fourth strategy of "Tribal level reliable support" received 22% response with one mark each for "improved" and "implemented". Comments from those not indicating either were "nothing reliable here; have to beg every year" and "declined".

The fifth strategy set forth to benefit libraries in the category of funding, "assistance of specific Federal library programs" had 56% response with two marks for "implemented" and three marks for "improved". A comment from a respondent affirmed "good grant support from IMLS". Another comment from a librarian not answering on this question stated " not any more money and very few special project grants."

Only one participant answered for the sixth strategy, "State statutes providing funding," showing this area as "improved". Additionally, comments included "declined," and "none I know of ". Further explanation stated that one of the two states providing non-Indian students to the school pays the college a small amount of support for each full-time non-Indian student although the majority of non-Indian students come from another state which does not provide this support.

The seventh strategy in the area of funding was "Government assessment of the library to determine specific assistance required." One response was received in each column, "implemented" and "improved". A comment by a librarian not marking either stated "none I know of".

For the eighth strategy, "increased focus of tribal leaders on library and information services", there were two responses, both for improvement. One librarian not marking either wrote, "only what I bring to their attention." For the final strategy in the funding section, "inclusion of private sector assistance for

library" again two responses indicated improvement.

Training

The second major challenge was to strengthen training and technical assistance to the Native American community with six strategies listed to address this challenge. The first, "recruitment of more Native Americans for library employment" received 67% response with all six respondents for this strategy showing improvement. Additionally, one also commented, "through my efforts locally."

The second point, "retain more Native Americans employed within library" received four (44%) responses; one for "implemented" and three for "improved". Comments by participants not indicating either for this strategy were "no support here, I employ three Native Americans-retention is always an issue" and "all our staff is Native American".

For the third strategy, "expanded financial aid opportunities for Native Americans in library", only two responses were received, one each for "implemented" and "improved". The fourth strategy under the challenge of training, "recruitment of Native Americans specializing in archival service" had 44% (four) response, two each for "implemented" and "improved". One respondent who showed their library as "improved" added that she knew of a "few new recruits, but nothing organized".

The fifth strategy, "enhancement of educational role of library employees" received a total of three responses; one for "implemented" and two for "improved". A participant not indicating either response wrote "no Federal, State or local support for education role of library employees here". The last point

under this challenge, "participation in a National Native American library and information assistance center", brought four total responses, one for "implemented" and three for "improved". One comment on this question, by a participant who marked "improved" was "not sure, but we network through MSU-Bozeman as a result of a grant from the Department of Education".

Collection

The third challenge suggested by the "Pathways to Excellence" report, to develop collections and increase tribal library holdings, received overall the most responses from the survey respondents of any challenges listed. The first strategy of the five, "improvement in tribal library resources" received 89% response rate with all eight who answered noting improvement in this category. A commendable point brought to light by a participant, to be addressed in more detail later, was "our collections improved, but is that the result of this report?" The only librarian not answering either "improved" or "implemented" for this area wrote, "have always collected as much as possible with eye for quality".

Along the same lines as the above, the second strategy, "improvement in quantity of tribal library resources" also received 89% response with all again indicating improvement. Repeating the question of improvement being due to the "Pathways to Excellence" report, the same librarian wrote "ditto" to her above comment.

The third strategy, "developed measures to assure availability/access to appropriate materials" warranted response by seven (78%) of the respondents. Four participants indicated implementation of measures while three expressed improvements. Again the IMLS grant was credited with the written comment that

"IMLS grant helped with this project".

The next strategy, "developed guidelines for assessment of materials", had four total responses (44%); one for "implemented" and three for "improved". Those not answering commented, "no guidelines at this time" and "nothing formal. Selection and acquisition policies in place".

The final strategy under the area of collection, "developed guidelines for selection of Native American specific items", exhibited slightly higher response with 56% of those surveyed responding. Two marked "implemented" while three noted "improved". Comments for this point included "no formal basis for this", "I wrote collection policy as research project", and "no guidelines at this time".

Cooperative Activities

Fourth on the list of challenges in the "Pathways to Excellence" report was the endeavor to improve access and strengthen cooperative activity between libraries. Only two strategies were set forth for this challenge. The first, "cooperative programs involving school and community libraries" had 44% response with one mark for implementation and three marks for improvement. Comments included "some" under "implemented" while two non-respondents noted "none" and "nothing here". The second point under cooperative activity was "participation on a Native American electronic network". Slightly higher response was received with 56%; two for "implemented" and three for "improved". One non-respondent affirmed "none".

State and Local Partnerships

The fifth challenge listed by the report suggested development of state and local partnerships. Three strategies supported this goal. The first, "encouragement in state/local partnership for improved library service" received 56% response with three librarians marking "implemented" and two marking "improved". Comments by one affirming implementation was "part of state ILL service", while another crossed out local to indicate only state as "improved".

The second point, "formal cooperative agreements with state, local and regional governments" had two responses, both for "improved". One non-respondent noted "nothing here except ILL agreement, reciprocal borrowing". Again, another respondent crossed out local, leaving state and regional governments as those where improvement was noticed.

The last initiative addressing state and local partnerships, "improved relationship with State Library Administrative agencies" received 78% of response, split by two indications for implementation and the remaining five parties showing improvement. Three who marked improvement additionally note, "more as a result of Bill Gates initiative than from this report, I think", "member of the State Library Advisory Council" and the third placed a star for emphasis on this strategy.

Federal Policy

The sixth challenge was the establishment of federal policy to support library improvement. Only one strategy was noted by the report, which was "benefit of national information policy for Native American library and information

services". Response was 33%; one librarian showed implementation and two others showed improvements. One comment by a non-respondent noted "? Unknown here".

Model Programs

The seventh challenge was geared for identification of model programs for Native American libraries and information services. The sole strategy, "participation in a Federal government study of Native American libraries to identify model programs" was the only survey item not to receive selection by any of the participants. Only one comment, "not here", was provided to further clarify.

Archival Services

The eighth challenge, to develop museum and archival services, resulted in one strategy, "expansion of tribal library archival service ". This strategy received 56% response, of which two reported implementation and three noted improvements. Comments by those not indicating either included "none", "not here" and "not a part of our tribal library".

Literacy Programs/Job Skills Training/Strengthened Tribal Community

The ninth challenge was multi-faceted with the intent to improve general tribal conditions by creating a library hub for continuing training in literacy, job skills and other programs. There were three suggested strategies under this challenge. The first, "focus of library as tribal literacy and job skills center",

warranted 44% response with all four librarians choosing "implemented". For the second strategy, "improved working relationships with non-Native American literacy providers", two responses showed improvement and one showed implementation. The final strategy under this umbrella of continuing education was "inclusion of culturally based programs that involve oral tradition". 44% response was broken into three marks for "implemented" and one for "improved". A consistent comment for a librarian not making any marks for this challenge was "not here", while another stated "do not function as a public library".

Information Network Technologies

The tenth and final challenge stated by the "Pathways to Excellence" report was in the area of information network technologies. The first of three strategies, "legislation providing funds to establish basic technologies" drew 56% response; two for "implemented" and three for "improved". Comments by two librarians, each representing different states, confirmed that state level assistance for technology is provided to their libraries. One state benefits the library through reduced fees for Internet services while another has implemented full text databases for all libraries in the state, including tribal libraries.

The second strategy in the area of information technology was "specialized training for Native Americans in technologies". Again, 56% response was received with three showing "implemented" and two indicating "improved". Non-respondent comments were "not here" and "not in the library-I go to workshops but that's all".

The final strategy was "participation by tribe in information networks". The

response was down slightly at 44%, split two marks each for "implemented" and "improved". No additional comments were received on that particular strategy.

Additional Comments

In addition to notes made throughout the mail questionnaire, some librarians added further clarification through comments placed in the section available following the survey. The additional remarks were especially helpful to understand the limitations of the survey in regard to evaluating the "Pathways to Excellence" report. One librarian remarked "although [their library] has developed, improving services and collections over the past six years, I'm unsure how much of this growth can be attributed to the effects of this report". Another stated, "this instrument presented me with no small difficulty-do I interpret the questions to mean me, as library director improving and implementing, or governmental agencies doing the improving and implementing?" This respondent continued, "almost all improvements are the result of hard-working initiatives on my part, as I practiced the profession on a reservation to a targeted population. Very little to none support has come to me in the form of outreach services at any level of government, agency, public or private." While both these librarians credit dedication within the library rather than the report or government support, another responded "little if any support from the tribe. Mostly federal and state support." Another participant included a letter with the survey, explaining that the library at her college opened two years ago and she was "afraid that the report you are referring to has not had a measurable impact on the library here." An interesting detail in her letter was the fact that she was

recruited by the college President since she is a "tribal member with a Master's degree in Library and Information Science...." Another observation noted in the comment section was "library open 11/90."

Survey Analysis

The structure of the survey failed to collect data that presented a clear argument proving that the "Pathways to Excellence" report accomplished the objectives as set forth in 1992. Basing each survey question strategy-by-strategy, with the choice of either "implemented" or "improved", did not provide the depth of response required to conclude the extent of responsibility that this report had on the improvement of Native American tribal community college libraries. Comments by the participants rendered more insight into the report's effect than their selection of "improved" or "implemented". As one librarian noted, conditions may have improved but it is not evident how much of the improvement, if any, was the result of the report. The survey accomplished the compilation of items that have been "improved" or "implemented" since 1992 even though it does not measure the "Pathways to Excellence" report's direct influence upon these libraries. Through this compilation, one might find trends of improvement in the libraries. With a low response rate of only 36%, it is questionable if these trends are truly representative of the targeted group of twenty-five tribal community college libraries.

Based upon the report's ten challenges, the area of collection displayed the largest trend of improvement. With 89% of participants affirming improvement in the strategies addressing both quality and quantity of tribal

library resources, this highlights an area which, due to the "Pathways to Excellence" report or not, has shown significant improvement. Also, a large percentage of respondents indicated the development of measures since 1992 to ensure availability and access to appropriate collection materials.

Another area that displayed significant response was within the challenge of State and local partnerships, where 78% of participants showed an improved relationship with State Library Administrative agencies. The last area revealing notable response, with 67% of respondents representing improvement, was the recruitment of more Native Americans for library employment. The librarian who explained that she was recruited because she was a tribal member with a Master's degree in Library and Information Science reinforced the response given in tally marks by the librarians in the survey

Nearly all other sections of the "Pathways to Excellence" report received mediocre results with between 22-56% response. However, to the other extreme of close to majority response regarding collection was the absence of any response for the challenge set forth for model programs. None of the nine libraries responding to this survey affirmed any type of participation in a Federal government study of Native American libraries to identify model programs. While it may not be appropriate to assume that improvements shown are credited to the report, it would be accurate to say that it has failed in this strategy, as displayed by unanimous lack of response for this item of the survey.

CHAPTER V.

CONCLUSION

When the "Pathways to Excellence" Report was released in 1992, it presented "an eleventh Challenge to all Americans: The President and the Administration, the U.S. Congress, the States and localities, the Indian peoples, the private sector, and the general public" to equal opportunity of all resources required to achieve "educational excellence".[27] This study intended to measure if the challenge asserted by the report had been achieved. While not forming an overwhelming conclusive result, the impression from data recovered is that if the report has assisted in some areas, it has failed in others. More research is necessary to measure the true effect of this report upon Native American library services, perhaps by the process of focus groups or individual interviews based upon the same challenges and strategies as provided by this survey. Personal experience of tribal community college library directors may be the best way to discover each individual's degree of benefit from the "Pathways to Excellence" report. While this survey alone does not yield the specific results necessary to link the improvements with the report, it does provide some indication of areas in which the represented tribal community college libraries have advanced their situations since 1992.

ENDNOTES

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[1]American Indian College Fund. (1994-copyright). *Native American Education Facts* [Homepage of American Indian College Fund], [Online]. Available: http://hanksville.phast.umass.edu/defs/independent/AICF/1994/college2.html [1997, February 23].

[2]Frankie Perlzman, "National Support for Native American Libraries: The NCLIS Commitment," *Wilson Library Bulletin* 67 (December 1992) : 31.

[3]Bee Gallegos, "A History of Library Services to the Mexican-American and Native American in Arizona," *Journal of the West* 30 (July 1991) : 88.

[4]Perlzman, "National Support for Native American Libraries: The NCLIS Commitment," 31.

[5]Robin Kickingbird, "First ALA Minority Fellow plans to build tribal library network: an Interview with Robin Kickingbird, " *American Libraries* 21 (September 1990) : 809.

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APPENDIX A

Questionnaire on "Pathways to Excellence: A Report on Improving Library and Information Services for the Native American Peoples"

This report, accessible at www.nclis.gov/libraries/nata.html, listed ten major challenges and various strategies to be implemented for improvement of Native American library services. For each question please indicate by checkmark if the item has either been improved or implemented since the report's release in December 1992. Leave items that do not apply blank. Please include comments in the spaces provided if you feel clarification or specific examples would support your responses.

⇒Funding	Implemented	Improved
Federal government reliable support	_____	_____
State government reliable support	_____	_____
Local government reliable support	_____	_____
Tribal level reliable support	_____	_____
Assistance of specific federal library programs	_____	_____
State statutes providing funding	_____	_____
Government assessment of the library to determine specific assistance required	_____	_____
Increased focus of tribal leaders on library and information services	_____	_____
Inclusion of private sector assistance for library	_____	_____
⇒Training		
Recruitment of more Native Americans for library employment	_____	_____
Retain more Native Americans employed within library	_____	_____
Expanded financial aid opportunities for Native Americans in library	_____	_____

	Implemented	Improved
Recruitment of Native Americans specializing in archival service	_____	_____
Enhancement of educational role of library employees	_____	_____
Participation in a national Native American library & information assistance center	_____	_____
⇒Collection		
Improvement in quality of tribal library resources	_____	_____
Improvement in quantity of tribal library resources	_____	_____
Developed measures to assure availability/access to appropriate materials	_____	_____
Developed guidelines for assessment of materials	_____	_____
Developed guidelines for selection of Native American specific items	_____	_____
⇒Cooperative activities		
Cooperative programs involving school and community libraries	_____	_____
Participation on a national Native American electronic network	_____	_____
⇒State and local partnerships		
Participation in state/local partnership for improved library service	_____	_____
Formal cooperative agreements with state, local and regional governments	_____	_____
Improved relationship with State Library Administrative agencies	_____	_____

	Implemented	Improved
⇒Federal policy		
Benefit of national information policy for Native American library and information services	_____	_____
⇒Model programs		
Participation in a Federal government study of Native American libraries to identify model programs	_____	_____
⇒Archival services		
Expansion of tribal library archival service	_____	_____
⇒Literacy programs/job skills training/ strengthen tribal community colleges and libraries		
Focus of library as tribal literacy and job skills center	_____	_____
Improved working relationships with non-Native American literacy providers	_____	_____
Inclusion of culturally based programs that involve oral tradition	_____	_____
⇒Information network technologies		
Legislation providing funds to establish basic technologies	_____	_____
Specialized training for Native Americans in technologies	_____	_____
Participation by tribe in information networks	_____	_____

Comments:_____

This completes the mail questionnaire regarding the 1992 U.S. National Commission on Libraries and Information Science, Pathways to Excellence: A Report on Improving Library and Information Services for Native American Peoples. I appreciate your time taken to complete this survey and welcome any inquiries you may have regarding my findings. Please return the questionnaire in the self-addressed envelope provided by February 15th. Thank you for your participation.

APPENDIX B

Re: Questionnaire on Native American Library Services at Tribally Controlled College Libraries

January 22, 1999

Dear Librarian:

I am a graduate student in the School of Library and Information Science at Kent State University. As part of the requirement for my Master's degree I am conducting a study on the December 1992 report issued by the U.S. National Commission on Libraries and Information Science, "Pathways to Excellence: A Report on Improving Library and Information Services for Native American Peoples". I am examining the effect of this report upon the current state of the Native American library facilities, focusing on tribally controlled community college libraries. The enclosed questionnaire elicits information that will help me to reach a conclusion regarding the report's effect on these libraries in the past six years.

Confidentiality and anonymity are guaranteed, as you do not need to sign your name to individual questionnaires; only the investigator has access to the survey data. There is no penalty of any kind if you should choose not to participate in this study or if you would withdraw from participation at any time. While your cooperation is essential to the success of this study, it is, of course, voluntary. A copy of the results of the study will be available upon request.

If you have any further questions, please contact me at (216) 228-6360 or Connie Van Fleet, my research advisor, at (330) 672-2782. If you have any further questions regarding research at Kent State University you may contact Dr. M. Thomas Jones, at (330) 672-2851.

Thank you very much for your cooperation; it is much appreciated. You may return the questionnaire in the enclosed self-addressed stamped envelope to me at the following address:

Patricia L. Bohanon
1343 Kenilworth Ave. #9
Lakewood, OH 44107

Sincerely,

Patricia L. Bohanon
Graduate Student

Appendix C

Results of Survey

Questionnaire on "Pathways to Excellence: A Report on Improving Library and Information Services for the Native American Peoples"

⇒Funding	Implemented	Improved
Federal government reliable support	1	2
State government reliable support	0	2
Local government reliable support	0	2
Tribal level reliable support	1	1
Assistance of specific federal library programs	2	3
State statutes providing funding	0	1
Government assessment of the library to determine specific assistance required	1	1
Increased focus of tribal leaders on library and information services	0	2
Inclusion of private sector assistance for library	0	2
⇒Training		
Recruitment of more Native Americans for library employment	0	6
Retain more Native Americans employed within library	1	3
Expanded financial aid opportunities for Native Americans in library	1	1

	Implemented	Improved
Recruitment of Native Americans specializing in archival service	2	2
Enhancement of educational role of library employees	1	2
Participation in a national Native American library & information assistance center	1	3
⇒Collection		
Improvement in quality of tribal library resources		8
Improvement in quantity of tribal library resources		8
Developed measures to assure availability/access to appropriate materials	4	3
Developed guidelines for assessment of materials	1	3
Developed guidelines for selection of Native American specific items	2	3
⇒Cooperative activities		
Cooperative programs involving school and community libraries	1	3
Participation on a national Native American electronic network	2	3
⇒State and local partnerships		
Participation in state/local partnership for improved library service	3	2
Formal cooperative agreements with state, local and regional governments	0	2
Improved relationship with State Library Administrative agencies	2	5

	Implemented	Improved
⇒Federal policy		
Benefit of national information policy for Native American library and information services	1	2
⇒Model programs		
Participation in a Federal government study of Native American libraries to identify model programs	0	0
⇒Archival services		
Expansion of tribal library archival service	2	3
⇒Literacy programs/job skills training/ strengthen tribal community colleges and libraries		
Focus of library as tribal literacy and job skills center	4	0
Improved working relationships with non-Native American literacy providers	1	2
Inclusion of culturally based programs that involve oral tradition	3	1
⇒Information network technologies		
Legislation providing funds to establish basic technologies	2	3
Specialized training for Native Americans in technologies	3	2
Participation by tribe in information networks	2	2